

Cotton Belt Elementary

1176 Black Highway
York, SC 29745

Grades	PK-5 Elementary School	
Enrollment	621 Students	
Principal	Matt Brown	803-684-1947
Superintendent	Dr James Jennings	803-684-9916
Board Chair	Nancy Latham	803-927-7245

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	47	41	3	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Average	Average	No
2004	Good	Below Average	Yes
2005	Good	Good	Yes

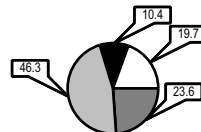
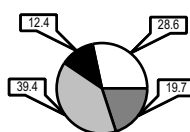
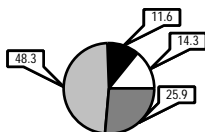
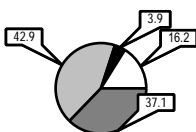
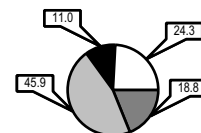
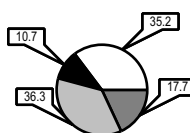
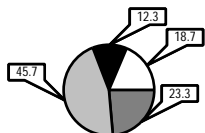
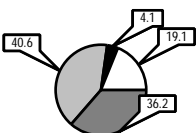
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	291	100.0	16.2	42.9	37.1	3.9	59.5	Yes	Yes
Gender									
Male	133	100.0	23.1	46.2	29.1	1.7	54.7		
Female	158	100.0	10.6	40.1	43.7	5.6	63.4		
Racial/Ethnic Group									
White	202	100.0	13.0	39.0	42.9	5.1	66.1	Yes	Yes
African American	76	100.0	25.4	50.7	22.5	1.4	42.3	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	249	100.0	10.6	44.7	40.3	4.4	64.2		
Disabled	42	100.0	54.5	30.3	15.2	0.0	27.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	291	100.0	16.2	42.9	37.1	3.9	59.5		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	100.0	16.4	42.6	37.1	3.9	59.8		
Socio-Economic Status									
Subsidized meals	167	100.0	20.4	47.6	29.9	2.0	52.4	Yes	Yes
Full-pay meals	124	100.0	10.7	36.6	46.4	6.3	68.8		

Mathematics – State Performance Objective = 36.7%									
All Students	291	100.0	14.3	48.3	25.9	11.6	56.0	Yes	Yes
Gender									
Male	133	100.0	14.5	48.7	26.5	10.3	54.7		
Female	158	100.0	14.1	47.9	25.4	12.7	57.0		
Racial/Ethnic Group									
White	202	100.0	9.0	45.2	30.5	15.3	66.7	Yes	Yes
African American	76	100.0	28.2	54.9	12.7	4.2	28.2	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	249	100.0	10.2	49.1	27.9	12.8	58.0		
Disabled	42	100.0	42.4	42.4	12.1	3.0	42.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	291	100.0	14.3	48.3	25.9	11.6	56.0		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	100.0	14.5	48.0	25.8	11.7	55.5		
Socio-Economic Status									
Subsidized meals	167	100.0	18.4	56.5	19.0	6.1	45.6	Yes	Yes
Full-pay meals	124	100.0	8.9	37.5	34.8	18.8	69.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	291	100.0	28.6	39.4	19.7	12.4	32.0
Gender							
Male	133	100.0	29.1	40.2	21.4	9.4	30.8
Female	158	100.0	28.2	38.7	18.3	14.8	33.1
Racial/Ethnic Group							
White	202	100.0	18.1	41.2	23.2	17.5	40.7
African American	76	100.0	54.9	32.4	11.3	1.4	12.7
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	249	100.0	24.3	39.8	22.1	13.7	35.8
Disabled	42	100.0	57.6	36.4	3.0	3.0	6.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	291	100.0	28.6	39.4	19.7	12.4	32.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	100.0	28.5	39.1	19.9	12.5	32.4
Socio-Economic Status							
Subsidized meals	167	100.0	39.5	40.8	12.9	6.8	19.7
Full-pay meals	124	100.0	14.3	37.5	28.6	19.6	48.2

Social Studies							
All Students	291	100.0	19.7	46.3	23.6	10.4	34.0
Gender							
Male	133	100.0	20.5	46.2	23.1	10.3	33.3
Female	158	100.0	19.0	46.5	23.9	10.6	34.5
Racial/Ethnic Group							
White	202	100.0	14.1	44.1	28.8	13.0	41.8
African American	76	100.0	35.2	46.5	14.1	4.2	18.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	249	100.0	15.0	48.7	24.3	11.9	36.3
Disabled	42	100.0	51.5	30.3	18.2	0.0	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	291	100.0	19.7	46.3	23.6	10.4	34.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	286	100.0	19.9	45.7	23.8	10.5	34.4
Socio-Economic Status							
Subsidized meals	167	100.0	26.5	51.7	17.7	4.1	21.8
Full-pay meals	124	100.0	10.7	39.3	31.3	18.8	50.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	97	100.0	9.4	33.3	47.9	9.4	57.3
	4	91	98.9	25.8	34.8	38.2	1.1	39.3
	5	99	100.0	30.5	47.4	22.1	N/A	22.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	87	100.0	6.4	34.6	51.3	7.7	59.0
	4	110	100.0	16.0	47.9	31.9	4.3	36.2
	5	94	100.0	25.3	44.8	29.9	0.0	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	97	100.0	14.6	55.2	22.9	7.3	30.2
	4	91	100.0	21.1	47.8	17.8	13.3	31.1
	5	99	100.0	16.8	41.1	31.6	10.5	42.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	87	100.0	7.7	65.4	19.2	7.7	26.9
	4	110	100.0	12.8	42.6	30.9	13.8	44.7
	5	94	100.0	21.8	39.1	26.4	12.6	39.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	87	100.0	19.2	47.4	20.5	12.8	33.3
	4	110	100.0	29.8	40.4	21.3	8.5	29.8
	5	94	100.0	35.6	31.0	17.2	16.1	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	87	100.0	7.7	59.0	20.5	12.8	33.3
	4	110	100.0	14.9	45.7	30.9	8.5	39.4
	5	94	100.0	35.6	35.6	18.4	10.3	28.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 621)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.1%	Down from 5.3%	3.2%	3.0%
Attendance rate	96.4%	Up from 96.0%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.1%	Up from 0.7%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%	Up from 0.7%	3.6%	3.2%
Eligible for gifted and talented	12.2%	Down from 13.6%	13.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Up from 9.0%	9.3%	8.2%
Older than usual for grade	2.1%	Down from 2.7%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	42.5%	No change	53.8%	52.6%
Continuing contract teachers	80.0%	Down from 85.0%	85.5%	83.3%
Highly qualified teachers	94.7%	Up from 93.9%	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 89.0%	88.1%	87.0%
Teacher attendance rate	93.4%	Down from 96.5%	95.2%	95.0%
Average teacher salary	\$42,980	Up 2.5%	\$41,914	\$41,703
Prof. development days/teacher	12.0 days	Down from 13.5 days	12.8 days	12.8 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 18.1 to 1	18.9 to 1	18.8 to 1
Prime instructional time	88.7%	Down from 90.5%	90.0%	89.8%
Dollars spent per pupil*	\$6,609	Up 4.2%	\$6,171	\$6,242
Percent of expenditures for teacher salaries*	67.0%	Up from 66.9%	65.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.7%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The entire Cotton Belt Elementary School Family celebrated many successes during the 2004-2005 school year. Innovative programs and increased higher standards have challenged our students to reach new heights. Although our students' academic, social, and emotional gains are continuing to show improvement each year, all of us in the school setting realize that we still have work to accomplish and higher goals and standards to meet. As a school, we are totally committed to providing the best education possible for each child that walks through our doors. However, we know that we cannot do this job alone. Parents and community members must play an active role to ensure our students receive the best education possible. We encourage all who can to be a participant in the education of our students on a consistent and regular basis. As we march forward on this educational journey, we are confident, with the right attitude and commitment from all involved, that we can make a difference in the lives of our students.

Every child brings to the schoolhouse doors their own unique needs and special talents. We commit to each one of these individual students our time, talents, and resources to help them achieve their educational goals and become productive citizens of our global society.

Cotton Belt is very fortunate to have a faculty and staff, PTO, and School Improvement Council that are totally dedicated and committed to providing a safe, nurturing and inviting learning atmosphere that is solidly grounded on high expectations for all students.

Without the commitment from these stakeholders, we would not be able to provide the educational experiences that our students so richly deserve. As a Title One School and a Professional Development School with Winthrop University, we are also able to provide our students and faculty with additional educational opportunities that will improve overall student achievement.

As you analyze the data that is located in this report, please let this one piece of the educational puzzle be a driving force and motivator for all of us to recommit our time, talents, and energies to providing the best education possible for all of the special boys and girls at Cotton Belt Elementary School. Please never forget that together, we CAN make a difference!

Matt Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	77	70
Percent satisfied with learning environment	100.0%	81.3%	84.1%
Percent satisfied with social and physical environment	92.7%	85.1%	82.6%
Percent satisfied with school-home relations	92.5%	89.3%	74.6%

*Only students at the highest elementary school grade level at this school and their parents were included.